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AUTHOR Armstrong, Jan
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ABSTRACT

The New Choices for the Displaced Homemaker in Vocational Education project was aimed at developing skills and providing training for employment to meet the displaced homemaker's need for financial support while simultaneously offering services to aid in her emotional development. Objectives were to provide opportunities for the displaced homemaker and reentry female to receive an individual assessment and to build self-confidence regarding self-worth and value in the labor market. Other objectives included: to provide job counseling and career planning; to provide peer support, role modeling, and awareness of nontraditional occupations; to provide job referral, internships, and job placement; and to form strong ties with business and industry to foster job placements. Methods were an initial assessment and intake process, a "Strategies for Success" course, a nontraditional career service, and a project newsletter. The "Strategies for Success" course was effective in creating support systems and networking opportunities; the Nontraditional Career Service was responsible for referrals and placements in auto parts sales, electronics technology, small gas engine repairs, telephone installation, accounting, and banking. Reentry students placed in the Women's Studies Program found the courses effective. (The intake instrument, correspondence, and evaluation instruments are appended.) (YLB)

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ED250536

FINAL REPORT

Project No. 132-1514-4-3N31

From 7/1/83 - 8/31/84

NEW CHOICES FOR THE DISPLACED HOMEMAKER
IN VOCATIONAL EDUCATION

Miami-Dade Community College
North Campus
Miami, Florida

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TABLE OF CONTENTS

INTRODUCTORY SECTION

Abstract	2
Introduction	3
Objectives	5
Methods	6

FINDINGS AND ANALYSIS

Services delivered	12
Evaluations of Program Components	13

<u>CONCLUSIONS</u>	17
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APPENDIX

A - Getting to Know You	20
B - Scholarship List	25
C - Function of Non-traditional Career Network	29
D - Letter to Non-traditional Student	30
E - Letter to Non-traditional Faculty	31
F - Letter to Non-traditional Guest Speaker	32
G - Memo to Steering Committee	33
H - Course Evaluation	34
I - Comments about course	36
J - Comments about NTC Network Session	38
K - Photos of Non-traditional Employed Clients	39
L - List of Local Employers	43
M - Women's Studies Program Evaluation	44

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Susan Lero, Program Assistant

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Sonia Coore-Powell, Information Specialist

Lauretta Cunningham, Information Specialist

K. C. Jackson, Career Specialist

Alicia Diaz, Secretary

Diana Nodarse, Student Assistant

INTRODUCTORY SECTION

ABSTRACT

The displaced homemaker and re-entry woman, found in all social classes and ethnic groups, often lack job skills or work experience that will enable them to enter the labor market and gain employment necessary for survival and economic independence.

This report outlines the services which are offered to displaced homemakers and to women returning to college by the New Choices for the Displaced Homemaker in Vocational Education Project at Miami-Dade Community College, North Campus.

The project included an educational program designed to reveal interests, competencies and career goals which are often unclear to the displaced homemaker; job counseling by professionals and specifically designed for a person entering the job market after a number of years as a homemaker; and assistance in locating available employment. The project also provided liaisons with local business and industry as well as support from the non-traditional vocational areas within the college to increase the number of women in non-traditional occupations. A peer support system was created which resulted in development of personal and professional networks.

The New Choices for the Displaced Homemaker in Vocational Education Project is a comprehensive program which provides educational, professional and personal direction to women in transition.

INTRODUCTION

The term "displaced homemaker" has both political significance and legal status. Displaced homemakers, usually women over 35 years of age, are former homemakers whose lifelong expectations have been shattered and who abruptly find themselves financially, educationally, and personally deprived of adequate resources for the future. This void may have been caused by death, disability, desertion, divorce, or separation from a spouse. These women originally envisioned themselves graduating from high school and becoming wives and mothers. They often delayed or interrupted their educations in order to build their families. Consequently, their academic and vocational goals were often short-term and limited.

The pervasive effects of crisis and personal "failure" often cloud the displaced homemaker's view of her own assets. She may entirely negate the value of life experiences and abilities developed within the home over a number of years. Moreover, even if she has previously earned a Bachelor's degree, general education degrees, certificates or business diplomas and/or worked outside the home before marriage, she often needs to upgrade skills and credentials to be competitive in the current labor market. In addition, she must, at times, resolve personal and family problems that may hinder participation in training or skill refinement in order to become economically independent.

The "New Choices for the Displaced Homemaker in Vocational Education" project was developed in response to the need of the displaced homemaker and re-entry woman to acquire more information concerning the concept of the job market and the world of work, while building upon personal resources for effectiveness. This project is aimed at developing skills and providing training for employment to meet the displaced homemaker's need for financial support while simultaneously offering services which will aid in her emotional development. The displaced homemaker receives career counseling and employment training and at the same time gains a foothold on her new role as head of the household, new student, and/or new wage earner. Thus, this project encompasses those areas deemed most critical to the displaced homemaker.

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The project staff and those served by the project attest to the fact that the most crucial element in the success or failure of the displaced homemaker is the support offered by the project. Peer support is the most important feature of the design. A group of peers, or the presence of at least one other displaced homemaker, serves as a catalyst to change and successful adaptation, and provides a structure in which the homemaker may speak freely about herself while learning facts relevant to future accomplishments. She is, therefore, able to develop a useful and realistic perspective about her current status and the opportunity for growth. In addition, the program is designed to introduce these women to methods for acquiring the confidence and skills needed in a job search. There is an emphasis on proactive rather than reactive change.

The combination of peer group support, networking and job skill development enables the displaced homemaker and re-entry woman to affirm their personal strengths and values and to undertake positive actions to achieve their career goals. This type of encouragement and support provided through the project is vital to the evolution of independent, capable women who learn to identify and express their vocational preferences and act assertively on their own behalves.

This report details the design of the project from the initial assessment interview through the training/re-education component and job referral and placement. Actions taken by project counselors to develop jobs and generate employment opportunities in non-traditional areas in the community are outlined.

PROJECT OBJECTIVES

1. To provide an opportunity for the displaced homemaker and re-entry female to receive an individual assessment to determine interests, competencies, value clarification and support services needed.
2. To provide opportunities for the displaced homemaker and re-entry female to build self-confidence regarding their self worth and value in the labor market.
3. To provide job counseling and career planning specifically designed for a person who is new to the employment industry.
4. To provide peer support, role modeling and awareness of non-traditional occupations.
5. To provide job referral, internships and job placement in local business and industries.
6. To form strong ties with business and industry to foster job placements for displaced homemakers and non-traditional role models.

METHODS

Discussion of methods utilized in implementing this project refers to the specific objectives addressed by each component.

Initial Assessment and Intake Process (Objective 1)

Women returning to or entering the professional, vocational and academic arenas after years in the home experience something akin to immersion in a giant jigsaw puzzle. There are many pieces which are unfamiliar, sometimes leading to overwhelming anxiety. Fears center around the unknown, potential for failure, upsetting the status quo at home and achieving success. The concerns are persistent and confusing. Other obstacles which may seem formidable to the mature re-entry woman include the young, apparently aggressive students and competitors in the job market, the physical enormity of the college campus, the maze of offices, applications and assessment tests, resume writing, and computer cards and language. The pieces do not appear to fit and the returning women may lose sight of the big picture, getting lost in the parts.

Incoming students are often referred to the Project by college personnel responding to the increasingly familiar sight of mature women looking confused or disoriented as they move into the enrollment and application processes for entry to school. Other women respond to advertisements for the program, the newsletter entitled "Making Change" or the rapidly growing referral network of participants in the community.

The initial contact with the program is the beginning of the individual's reorientation and involvement in many new pursuits. It is critical that the displaced homemaker is rapidly given direction and reassurance.

When the participant arrives in the Center, she is assigned a counselor for initial assessment and direction. An intake instrument (Attachment A) was designed to gather comprehensive information regarding, work, volunteer and life skills, as well as financial and personal factors influencing the change process.

The counselor and re-entry woman complete this form together, establishing a dialogue and rapport. As a result of this interview, the woman may be directed to apply for financial aid, scholarships (Attachment B), admission to the college for academic and job skill development, the computer system for career interest assessment, and/or for aptitude and other interest tests. The assessment form includes an area for continuous updating of the individual's progress and referrals given. Thus, there is a history readily available to the counselor and student.

As rapidly as possible, the individual is moved towards the appropriate program or combination of available resources including the Non-traditional Career Service and Network, enrollment in college courses and/or job referral. An emphasis is placed on development of realistic expectations and goal setting to minimize the chances of disappointment.

This complete assessment of the many aspects of entry into the job and academic worlds, plus the support and encouragement provided by the counselors enable the woman to grasp the many pieces of the re-entry puzzle and begin to fit them together.

This intake procedure gives the woman a sense of direction, awareness of options and instillation of hope for the future. It is a streamlined and effective approach which enables comprehensive, long-term planning for success.

This assessment process is seen as critical to the achievement of newly defined goals in many areas of life.

"Strategies for Success" Course (Objectives 2, 3, and 4)

It has been stated that the displaced homemaker is often undergoing a personal crisis when she appears in the program. It must be acknowledged that professional and vocational success are predicated on a foundation of personal well-being, good self-esteem and commitment to one's growth. These personal achievements may appear unattainable at the moment of crisis and early transition.

Recognition of this dilemma led to creation of a course entitled "Strategies for Success." As by design, the strategy leading to the greatest learning and development was involvement in the small group classroom process. Enrollment was kept at 10 to 12 students per section, so that group size was conducive to the sharing of universal concerns, giving and receiving support, improvement of communication skills and the beginning of professional networking. The most valuable aspect was the awareness of belonging, of sisterhood, and of support for personal growth. Group discussions often turned to personal obstacles to success, including reactions of children and families to re-entry, resistance of loved ones to change and the many fears associated with growth and risk-taking.

Other teaching methods included utilization of experiential exercises, readings, films, guest speakers and individual career-focused assignments. Specific exercises helped participants examine their values, improve self-confidence, learn assertiveness skills, complete a self-enhancement project, and appreciate their many abilities previously ignored or negated. Other assignments required assessment of individual and group development and provided evaluation information for the instructor.

An important component of the course was utilization of role models in both traditional and non-traditional fields. The instructor, a social worker with experience as a police officer, modeled non-traditional career choices and career change possibilities. Guest speakers included a self-defense instructor with a black belt in karate who raised an infant as a suddenly-single 17 year old, the creator of a public health graduate degree program who is a certified acupuncturist, rape-squad detectives, a 63 year old mental health therapist and professor who returned to school after two marriages at the age of 46, and a playwright. These women demonstrated by their range of ages, career choices and ethnicity, the possibilities available to all women for change. A theme of the course was the continuous possibility for creation of the self and re-definition of life at any time and as a result of life transitions.

A segment of the course also focused on assessment of vocational and professional interests, and led participants into networking assignments. Through this assignment students met and interacted with role models in a variety of fields. In several cases these contacts resulted in either employment or volunteer experiences for the student.

As participants encountered difficult or anxiety provoking situations the small groups brainstormed, provided supportive suggestions and role-played possible solutions.

"Strategies for Success" is the vehicle which moves re-entry women and displaced homemakers from a place of anxiety and self-doubt to confidence and excitement about the future.

Non-traditional Career Network (Objectives 4 and 6)

The general patterns of past and current discrimination, as well as occupational segregation, have resulted in a situation in which women are likely to have held clerical and other so-called "feminine" jobs rather than positions which would be more indicative of their interests or potential. According to the research done by the Project on the Status and Education of Women in 1976 the percentage of women freshmen planning a career in male dominated careers was 19.4 percent. This percentage has grown as business and industry recruit, employ and promote women in management, technical and professional positions.

The resulting increase in the number of role models for young women has helped to further stimulate interest in non-traditional fields. However, even with the shift and increase in aspirations of women, sex-role stereotypes and their limiting nature persist.

The Non-traditional Career Network was created to counter some socialized myths and help the displaced homemaker and re-entry female make realistic career decisions based on the total range of options rather than by limiting themselves to those careers categorized as "feminine." The Network allows the displaced homemaker entering the

labor force opportunities for peer support and interaction with members of the community who are presently practicing in non-traditional careers.

The functions of the Non-traditional Career Network (Attachment C) increase the likelihood of success for women redefining themselves and their career potential beyond what was suggested by sex-role socialization and tradition.

These functions are accomplished in several ways. Support and networking are promoted in workshops. For the inaugural session students, faculty and community practitioners from the traditionally male dominated areas of aeronautics, electronics, architecture, mortuary science, computer science and interior design were invited to participate (Attachment D, E, and F). After a presentation of non-traditional achievements by the guest speaker, the students and community resource persons separated into discussion groups representing each area of concentration. This promoted the exchange of vital information as well as networking.

Another method of dispelling myths and encouraging non-traditional vocational choices for re-entry women involved the creation of a Steering Committee. The Steering Committee consists of faculty members, non-traditional community practitioners and representatives from local business who were asked to participate (Attachment G). The committee meets twice per semester for the purpose of forming strong ties with business and industry to foster job placements for displaced homemakers while strengthening the network and development of role models.

Non-traditional Career Service (Objective 5)

There have been some encouraging developments in the areas of age, race and sex discrimination for women in non-traditional careers. More and more women are moving into professional, managerial, and entrepreneurial job areas; some are entering trade and technical fields formerly dominated by male workers.

Opportunities to improve skills through on-the-job training programs are significantly greater in trade and technical occupations than in the past. These opportunities allow more women to gain vital work experience in trades which are the pathway to higher wages, the vast opportunities in the labor market, and job success.

Unfortunately, most displaced homemakers and re-entry women are unaware of these new trends and the extent to which attitudes are changing. Many view traditional female jobs as their only alternatives. They are likely to overlook non-traditional vocations which offer significant salary and mobility advantages.

The Non-traditional Career Service is designed to provide direction towards future employment in non-traditional fields. There is an emphasis on returning to school to learn specific vocational job skills.

The screening process reviews the client's personal history and helps the displaced homemaker explore the ways that homemaking skills can be translated into profitable ventures in the work world. Instruments which assess personality characteristics defined as either traditionally male or traditionally female further clarify strengths previously unclear or unknown to the individual.

The areas of greatest potential for successful employment are identified. The career service counselor can then refer the individual to placement programs for on-the-job training with local employers. Successful candidates for those positions are employed while receiving classroom and/or on-the-job training, and are often entitled to company benefits.

The Non-traditional Career Service, in conjunction with the Career Network provides the opportunity for women to explore non-traditional careers, and to be trained and placed in areas not previously considered to be realistic vocational options.

Project Newsletter (Objectives 1-6)

The "Making Change" newsletter, created in 1983, informs those currently involved in the project as well as potential participants of current activities. The second edition of this newsletter will be distributed to women in transition, displaced homemakers and those preparing for re-entry. In addition to all students involved in the project, distribution will be made to a number of community organizations formed by or catering to the progress of women.

The cover article in this edition details the course "Strategies for Success." Also highlighted in this issue is the inauguration of the Non-traditional Career Network and the collaborative efforts of the Non-traditional Career Service and Sears, Roebuck & Company for on-the-job training involving some of our students.

FINDINGS SECTION

SERVICES DELIVERED

Data was compiled reflecting the number of persons who received services from the project and the type of services received. The totals represent the number of times the service was performed.

<u>Client Services</u>	<u>Total</u>
People seen	738
Non-traditional Career Network Information	546
Scholarship Information	478
Academic/Vocational Education Information	221
Career Counseling	187
Strategies for Success Course	131
Resume Preparation	73
Job Referrals	60

*Figures reflect some multiple visits by a client for the same service and multiple visits by the same client for different services.

EVALUATIONS OF PROJECT COMPONENTS

Strategies for Success Course

Since the inception of the project there have been 131 re-entry women enrolled in this course. The evaluation form (Attachment H) made inquiry into seventeen areas of course and instructor effectiveness.

The mean evaluation score was 1.21 on the following scale:

- 1 - outstanding
- 2 - very good
- 3 - average
- 4 - below average
- 5 - poor

Comments (Attachment I) on the evaluation form consistently reflected the value of the support and networking aspects of the course.

Response was so positive that arrangements were made to offer the class on a continuing basis so that participants could further development of their support systems. Consequently, sixty-four percent of the participants were involved in the course during more than one semester.

It is, therefore, concluded that the course has been exceptionally effective in creating support systems and networking opportunities likely to affect the success of displaced homemakers and re-entry women involved in the project.

Non-traditional Career Network

Five hundred and forty six female students enrolled in non-traditional areas of study were invited to join the career network by participating in the inaugural session.

Seven non-traditional career areas were represented by community practitioners. Attendance by areas of interest follows:

<u>Career Area</u>	<u>Percentage of Student Attending</u>
Computer Science	46.4%
Architecture	14.3
Funeral Services	14.3
Electronics	10.7
Aviation	7.1
Interior Design	3.6
Engineering	3.6
	<u>100.0%</u>

Participants were asked to evaluate the most valuable aspect of the session. The most frequent responses referred to interaction with professionals in the student's area of interest and the increase in awareness of obstacles to be overcome in entering non-traditional careers (Attachment J).

Non-traditional Career Service

The Non-traditional Career Service was responsible for the following referrals and placements of displaced homemakers and re-entry women:

1. Sears, Roebuck & Company co-sponsored a cooperative vocational training program with the project. Students were placed in non-traditional vocational areas of auto parts sales, electronics technology, and small gas engine repairs.
2. The Private Industry Council (PIC) and this project worked jointly on vocational training. The Private Industry Council is a local organization of small businesses working through county subsidies to train women and minorities for non-traditional careers. This cooperative venture resulted in referrals of re-entry women for training in the positions of telephone installer, assistant fast food operations manager and computer programmer.
3. Other non-traditional referrals by the Career Service have led women to careers in accounting, hospital administration services and banking. Additionally, a male minority student was placed in a traditionally female position with the State Attorney's Office.

Attachment K is photos of some of the students who have been placed in non-traditional vocations.

Actions taken by the staff to develop further job opportunities have led to openings for student training and employment with a number of local companies (Attachment L). It is anticipated that many of these positions will be filled by re-entry women in the project in the near future.

Women's Studies Program (WSP)

As stated in the methods section, following initial assessment some re-entry students were placed in the Women's Studies Program, for training vital to career advancement or skills development and exploration of interests for those undecided about career focus.

Participants were asked to complete an evaluation (Attachment H) designed to measure the extent to which the classes had 1) affected their self awareness and insight into future goals, 2) presented career options, 3) affected self confidence, 4) clarified values and priorities, 5) the material presented was sex fair, 6) presented positive role models, 7) avoided traditional stereotypes, and 8) explored non-traditional roles of women and men. In addition the course was evaluated in reference to the objectives being clear, the fairness of the instructor, the encouragement of the discussion of materials, and feeling of support generated by the instructor. Finally, the concept of women attending classes as a peer group and an overall rating of the services of the entire project was included. There were 453 students surveyed during the past year which are included in this report. The written evaluations were anonymous.

As a result of this training, 92.6 percent of the students indicated they had gained more self-awareness and insight into their future goals. Further, 88.7 percent indicated that the combination of courses had increased their awareness of career planning, exploration and new options available to women personally and professionally. (Questions 6 and 19)

When responding to whether or not they felt the training had increased their awareness of career options available to them, 78.9 percent of the students agreed that the training had increased their awareness. (Question 7)

An overwhelming 98.2 percent of the women stated that as a result of attending these particular classes they felt more confidence in their ability to function successfully in the classroom. (Question 8)

In terms of clarifying their values as a part of career decision making, 91.9 percent felt they had a clearer idea of the priorities in their lives. (Question 9)

In accordance with the grant guidelines, 91.5 percent of the students felt the material presented to them in their training courses was sex-fair. This is one item on the evaluation in which the wording of the question was clarified. The students felt the words "sex-fair" were stilted and did not convey a clear meaning of equity concerns.

Of the 453 students surveyed, 91.7 percent indicated that the instructors presented a variety of positive role models for women either directly through course content or through attitude and/or behavior of the instructor. This is seen as an important step in laying the foundation for the exploration of non-traditional careers as well as supporting equity concerns. (Question 11)

In addition, 90.7 percent of the students indicated that the instructor generated discussions which did not impose traditional stereotypes and assumptions as to the role expectations of women. Again, this is significant in terms of equity concerns and the re-education process of focusing upon non-traditional areas for women. (Question 12)

Eighty-four percent of the students felt that the instructors explored traditional sex roles and focused upon non-traditional options available to them. This is seen as extremely important in bridging the gap between traditional and non-traditional. (Question 13)

Some 98 percent of the women felt the objectives of the courses were clear. (Question 14)

An overwhelming number, 98.2 percent, felt the instructors were fair and impartial with them as students. (Question 15)

Almost every student, 98.5 percent, felt the instructor generated support for the students and was very interested in the subject matter he/she taught. (Question 17)

Finally, results of this evaluation indicate that 94.6 percent of the women felt that the support received from each other by attending classes as a peer group is contributing to their learning. Comments suggest that this reflected the emphasis of the program on the life long value of support and networking.

CONCLUSIONS

CONCLUSIONS

The services provided by this project which seemed to be most valuable to our clients included the creation of the "Strategies for Success" course and the Non-traditional Career Network. Both provided opportunities for peer support and networking, while broadening the clients' horizons concerning vocational choices.

Participants in the project met role model women in traditionally male career fields, learned behaviors conducive to success in the working world, and were exposed to the realities of pursuing non-traditional vocations, with the challenges and rewards inherent in following that path.

Some of the strengths which emerged from this project were increased involvement of community practitioners with re-entry women, development of non-traditional job opportunities with local businesses, and creation of the Steering Committee as an on-going liaison between clients, community-based professionals and the vocational education faculty.

These factors, so vital for linkage and provision of current employment information, served as a catalyst for displaced homemakers and re-entry women, and resulted in job placements for some of our clients.

We anticipate expansion of the networking aspects of the project and future job placements as those currently involved as clients progress in their fields and become potential employers of the next group of re-entry women.

Evaluations and feedback from those served by the project indicate that it has been successful in meeting the diverse needs of this client population and that the goals of the project were met.

APPENDIX

ATTACHMENT A

GETTING TO KNOW YOU

In order to provide you with the fullest possible assistance of all kinds (educational, emotional, professional and financial), we need to know more about you.

The information in this form will be kept in a confidential folder in the Change Center. It will enable us to follow your progress through Miami-Dade. Thank you for your cooperation in completing it.

Date _____

Name _____

Address _____ City _____ Zip _____

Home phone _____ Work phone _____

Date of Birth _____

Marital status: _____ single _____ married _____ separated
_____ divorced _____ widowed _____ how long?

Number of children _____ Ages _____

Race/ethnicity (required by the US Department of Education)

_____ Black _____ White _____ Hispanic _____ American Indian

EDUCATIONAL HISTORY

Highest grade completed _____

List any degrees, certificates or licenses held and year received:

_____ year _____
_____ year _____
_____ year _____

What is your major course of study or area of interest at this time:

Have you attended Miami-Dade before? _____ yes _____ no

When did you last attend Miami-Dade? _____ Credits earned _____

FINANCIAL STATUS

Household income yearly: \$ 0 - 6,999 _____
7,000 - 11,999 _____
12,000 - 19,999 _____
20,000 - up _____

Are you:

YES NO

Self supporting _____

Receiving parental help _____

Assisted by spouse _____

Receiving Financial Aid _____

Kind _____

Interested in Financial Aid _____

SKILL ASSESSMENT

If you are currently employed, what is your job function and do you work full- or part-time? _____

What other types of jobs have you held? _____

If you are considering a career change, what area is of interest to you?

Which of the following skills have you developed in the home?

_____ parenting

_____ sewing

_____ nursing

_____ gardening

_____ housekeeping

_____ banking/bookkeeping

_____ purchase of major household items

_____ frequent entertaining

other _____

In which of the following settings have you done volunteer work?

_____ church

_____ school

_____ hospital

What were your responsibilities as a volunteer?

What are your hobbies? What do you do with your spare time?

What skills do you have which result in negotiable items of exchange?

PROGRAM PROFILE

How did you learn about this program?

_____ newspaper	_____ radio
_____ magazine	_____ friend
_____ television	_____ other _____

How was your initial contact made with the program?

_____ telephone

_____ drop-in

_____ other _____

What are your present personal and/or professional goals? Please be specific.

What are your reasons for wanting to become involved in this program?
Please check all that apply:

_____ explore new directions for life

_____ meet people with similar problems

_____ receive intellectual stimulation

_____ develop self-confidence

_____ receive help in defining the kind of job I want

_____ receive help in finding the kind of job I want

_____ upgrade present skills

_____ develop new skills

_____ other _____

Which of the following factors could make success difficult for you to achieve? Please check all that apply.

- ☐ lack of transportation to school
- ☐ home responsibilities (child care, aged relatives, etc.)
- ☐ language barriers
- ☐ lack of personal direction
- ☐ attitude of family towards your goals and interests
- ☐ lack of funds for study, books, etc.
- ☐ educational limitations
- ☐ other _____

What do you think you need in order to help you achieve your goals? Please check all that apply.

- ☐ emotional support via group involvement and networking
- ☐ individual counseling
- ☐ marriage counseling
- ☐ family counseling
- ☐ professional networking
- ☐ assertiveness training
- ☐ short-term job skill training program
- ☐ long-term career development
- ☐ testing for capabilities and interests
- ☐ resume writing assistance
- ☐ other _____

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ATTACHMENT B

SCHOLARSHIP LIST

<u>TITLE</u>	<u>REQUIREMENTS</u>
Women in Engineering \$200 - \$1,500	Must be a woman who is planning a career in engineering
Engineering (Professional) \$100 - 1,000 renewable Deadline: Dec. 10th	Top 25% high school; some reserved for minori- tie and women
Engineering (Petroleum) \$700 renewable	Also has minority program
Engineering (Metals) Deadline: June 1 \$500 renewable	Planning to major in metal- lurgy
ASNT FI Section Engineering Scholarship \$400	Not stated
Bell Laboratories Engineering Scholarship Program	Minority, SAT, 3 letters of recommendation
Pay tuition and other expenses	None
Financial Aid for Minorities in Engineering	Not stated
Graduate Engineering for Minorities \$5,000	Minority

TITLE

REQUIREMENTS

Loan for Women in
Engineering Studies
Deadline: May 1st

Not stated

Westinghouse Science
Scholarship
Deadline: December 15
\$1,825

One thousand word report

Christian Science
College
\$500 - 1,200

Must be a student of
Christian Science

Westinghouse Science
Talent Search
Deadline: December 15
\$5,000 - 12,000

Must do independent re-
search paper

Financial Aid for
Minority students
in science

Not stated

Aerospace
Deadline: April 30
\$1,000 yearly

Need, sponsored by a member
of the association

National Scholarship
Funeral Service
\$500

U. S. Citizen taken a college
board test leadership ability

James and Minnie Edmonds
\$100 - 400

Clear educational goals minimum
3.4 GPA or top 10 percent of
class

MENSA Scholarship
\$100 - 400

Based on 500 word essay competi-
tion

NBA Scholarship

Academic achievement extra cur-
ricular activities essay

TITLE

Pickett and Hatcher
Educational Fund
\$2,000 - 2,800

The Navy Relief Society
Guaranteed Student Loan
\$2,500

American Institute of
CPA
\$1,000

Educational Communications
Scholarship
Deadline: June 1
\$1,000

Art/Architecture
full tuition

American Institute of
Architects Nominations
Scholarship
AIA minority
Deadline: April 11

Disadvantaged Scholarship
Applications Program
Deadline: May 1

American Institute of
Architect's Minority/
Disadvantaged Scholar-
ship Program
Deadline: April 1

AICPA Scholarship for
Minority Graduate
Students in Business
Deadline: June 1
\$1,000 renewable

REQUIREMENTS

Good character citizenship

Dependent child of Navy or
Marine Corps member

Minority citizen of U. S.

Academic achievement and
leadership ability

Not stated

Must be nominated by a firm
person

Must be nominated by a firm
person

Minority/Disadvantaged person
who would not otherwise have
the opportunity to enroll in
Architectural school

Minority student in a five year
accounting program, must be a
citizen or resident of U. S.

TITLE

Athletic Scholarship
for Women

Clairol Loving Care
Scholarship Program
\$1,800

Diuguid Fellowships
\$3,600 - 8,000

REQUIREMENTS

Not stated

Women 30 years and older
U. S. citizen

Twenty-one years or older who's
career was interrupted finan-
cial need and a resident of the
southern region

ATTACHMENT C

FUNCTIONS OF THE NON-TRADITIONAL CAREER NETWORK

1. To provide the opportunity for women in non-traditional careers to meet together to share resources, information and form a peer support network.
2. To provide the opportunity for students to meet with faculty members who are knowledgeable of the student's specific career area and who have demonstrated a desire to help students achieve their career goals.
3. To conduct workshop sessions periodically utilizing role models from business community.
4. To maximize the linkage between the student, the faculty and community resource persons in order to aid the student's successful entry into a non-traditional career.
5. To strengthen the ties between the CHANGE Center, the vocational education division and business/industry.

ATTACHMENT D

CHANGE CENTER
(305) 685-4273

May 24, 1984

Dear Non-traditional Student:

You have been nominated to become a member of THE NON-TRADITIONAL CAREER NETWORK sponsored by the CHANGE Center - a support system for women on the North Campus.

Your career in the future depends on the planning you do now! Take the opportunity to meet a specialist in your career field, learn how to overcome the hurdles of entering a Non-traditional field, and learn the value of networking.

We would like you to be our guest for a free brunch:

Date: Friday, June 8, 1984

Time: 10:00 to 12:00 noon

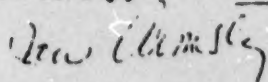
Place: Cafeteria - Faculty Dining Room

Attendance at this inaugural meeting qualifies you to have an opportunity to participate in workshops important to your future to be held in the Fall Semester.

The guest speaker at this brunch will be Ms. Francena Thomas, well known radio and television talk show personality and outstanding community leader concerned with the issues of women and minorities. She will be speaking on "Striving and Thriving in a Non-traditional Career."

As seating is limited for this brunch, please RSVP by June 1st. Call 685-4273 and ask for Sonia Coore-Powell to reserve a seat.

Sincerely,



Jan Armstrong
Director
CHANGE Center

JA/scp

MAKE AN INVESTMENT IN YOUR CAREER TODAY!

ATTACHMENT E

June 5, 1984

M E M O R A N D U M

TO:

FROM:

SUBJECT:

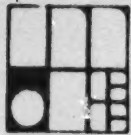
Thank you for participating in our inaugural session of the Non-traditional Career Network to be held Friday, June 8 in Room 4111 of the Campus Center at 10:00 a.m. to 12:00 noon.

We are pleased to have Ms. Francena Thomas well known radio and television talk show personality and outstanding community leader will kick-off the session, which will include a complimentary brunch. Ms. Thomas will be speaking on "Striving and Thriving in a Non-traditional Career." We will then break into small groups by occupational field. Each group will include a faculty member such as yourself and a community resource person from their specific career areas.

We feel this will be a valuable session for the students and faculty as well in terms of interfacing with leaders from the business and industry community.

Thank you again for your assistance. Your expertise will make our workshop a success.

JA/ad



ATTACHMENT F

June 12, 1984

Ms. Francena Thomas
Director of Minority Programs
FIU - Academic Two
Room 130
N. Miami, FL 33181

Dear Ms. Thomas:

Your participation in the inaugural session of the Non-traditional Career Network contributed to its tremendous success.

We have heard many positive comments from the students stating what a valuable experience it was to hear you speak. Your message touched some sensitive areas we all need to address.

Please accept this attached "Certificate of Appreciation" and once again thank you for taking time from your busy schedule to share your expertise with our students.

Sincerely,

Jan Armstrong
Director
CHANGE Center

Enclosure

JA/scp

Thank you!

ATTACHMENT G

June 19, 1984

M E M O R A N D U M

TO:

FROM:

SUBJECT: Non-traditional Career Network - June 8, 1984

You have been nominated to serve as a member of the Non-traditional Career Network Steering Committee. The purpose of this Steering Committee is to provide continuing guidance and support for our students who are in non-traditional fields. Your participation in the inaugural session of the Non-traditional Career Network contributed to its tremendous success, thus we consider you a valuable resource person.

In recognition of your busy schedule there will be no more than two meetings per semester. The purpose will be to receive input from you.

Again, thank you for your participation in our workshop and we will be in touch with you at the beginning of the fall semester to set a date for the first meeting.

JA/lcc

ATTACHMENT H

INSTRUCTOR AND COURSE EVALUATION

Purpose: STD 1170 (SLS 1501), "Strategies for Success," is a new course. Your impression about it are important to us. Please complete the following evaluation and mail it back to us in the enclosed stamped envelope.

Instructions: Mark your rating on the line beside each statement, according to the rating scale below. If any statement does not apply, or if you prefer to not rate a particular item, then leave it blank.

Rating Scale: 1 = Outstanding
2 = Very Good
3 = Average
4 = Below Average
5 = Poor

INSTRUCTOR EVALUATION

- ☐ Knows the material thoroughly and is up-to-date on the topics discussed
- ☐ Is prepared for each meeting
- ☐ Presents material in a manner that is clear, understandable, interesting, and to the point
- ☐ Gives examples that are current and that help explain the subject
- ☐ Reviews assignments and provides feedback on quality of work
- ☐ Projects interest in the course, enthusiasm and confidence
- ☐ Uses humor that is accessible and appropriate
- ☐ Creates a relaxed and comfortable atmosphere for learning
- ☐ Encourages questions and comments and responds to them in a satisfactory way
- ☐ Shows how the course can benefit you both professionally and personally
- ☐ Informs you promptly of your progress in the course
- ☐ Challenges you to think for yourself
- ☐ Shows a sincere interest in students' success
- ☐ Is friendly, helpful and easy to talk to
- ☐ Is professional in personal appearance and conduct
- ☐ Encourages student to explore new career and non-traditional options for women
- ☐ Generates discussions which do not impose traditional stereotypes and assumptions as to the role expectations of women

(over)

COURSE CONTENT EVALUATION (Use separate paper to answer questions if you need additional space.)

Please comment on the quality and appropriateness of material presented:

Did the assignments contribute to your personal and/or professional growth and how?

Which module did you experience as most beneficial and why?

Were there any assignments you did not find useful? If so, which one(s) and why?

What role has the CHANGE Center played in your "experience" of returning to school?

How has this course helped in that experience?

Additional Comment :

ATTACHMENT I

Comments about "Strategies for Success":

"The assignments helped me to realize my full worth. I've always felt good about myself, but now I'm certain that I haven't been fooling myself."

"My self-esteem and self-confidence have grown (on a scale of 1 to 10) from about 2 to 9."

"This training is useful for anyone having an 'identity' crisis, such as recent widows, divorcees, single mothers."

"One of the greatest assess of this course is the opportunity to share with others - becoming part of a group - a sense of belonging. It is a very wonderful feeling."

"Our group meetings were very encouraging and beneficial both in my personal and professional lives."

"I've learned to be assertive and say what I want or what needs to be done."

"Relating to the group members really helped me gain perspective on my role as a woman, and allowed me to identify with other women returning to school and work."

"Networking was great! I'd like to meet and say in touch with the group."

"I found everyone very encouraging and enthusiastic. This caused me to want to feel that way also. I feel that this program is very helpful to women in similar situations to mine, and I would recommend it - and already have."

"It has built my confidence up. I now feel that I have a purpose in life and can choose a career."

"This course and the people in the group have been very supportive. I feel I have someone I can discuss my career with and who can help point me in the right direction."

"I made my first friends here."

"This course gives a woman alot of help in building up her self-esteem and confidence. At first you don't believe how much you are growing until a day like today - the end of the course - when I can really see how much I really have grown. I understand myself so much more. We have become a very close group and have built a network beyond this course."

"I believe the class increased my network in all directions - personal, student, professional - and I have integrated the networks to some degree. This will continue."

"The course made me think and face things, or rather gave me the courage to face problems which I thought were beyond me."

"I'm sure I would have given up, but the support I received made it possible for me to up hold all my responsibilities."

"The network of my classmates has made me aware that other women have similar problems like mine and I related to them. I feel more human."

"It was just wonderful - informative and stimulating."

"Whatever was presented seemed to effect each of us in one way or another. It has shown me that I can be a success at anything I attempt."

ATTACHMENT J

Selected comments from evaluations of the Inaugural Session of the Non-traditional Career Network:

"The most important aspect of this workshop was finding out about people who have made it in my field and about some of the difficulties I might encounter."

"I believe that the most important aspect of the workshop was awareness of what to expect when trying to enter the computer science industry."

"I feel that the workshop was very impressive. It was a motivation as far as my career. I appreciate the opportunity to be a part of such a wonderful gathering."

"I found that workshop an interesting for several reasons. For many years females were discriminated by males because of the various fields they were in. We were always led to believe that this is a man's world, and women's duties were at home, with the family, and we were not qualified enough for blue collar jobs. I always believed that a woman should have the same opportunities as men and the guest speaker made this quite clear to all of us. Women and men are equal, or in some cases, we are more qualified than men even though some of us are not strong enough to show men we are just as much business oriented as they are, or better."

"This made me aware of the number of women involved in non-traditional fields. The speaker provided useful information that can be used as a guideline for effective goal setting."

"It was all very important to me. I thought today was perfect. Thank you for inviting me."

"Everything in the meeting was very useful."

"The ideas the speaker conveyed were beneficial to one entering a male dominated field. There should be more programs such as this one which will encourage women to feel secure and comfortable in their careers."

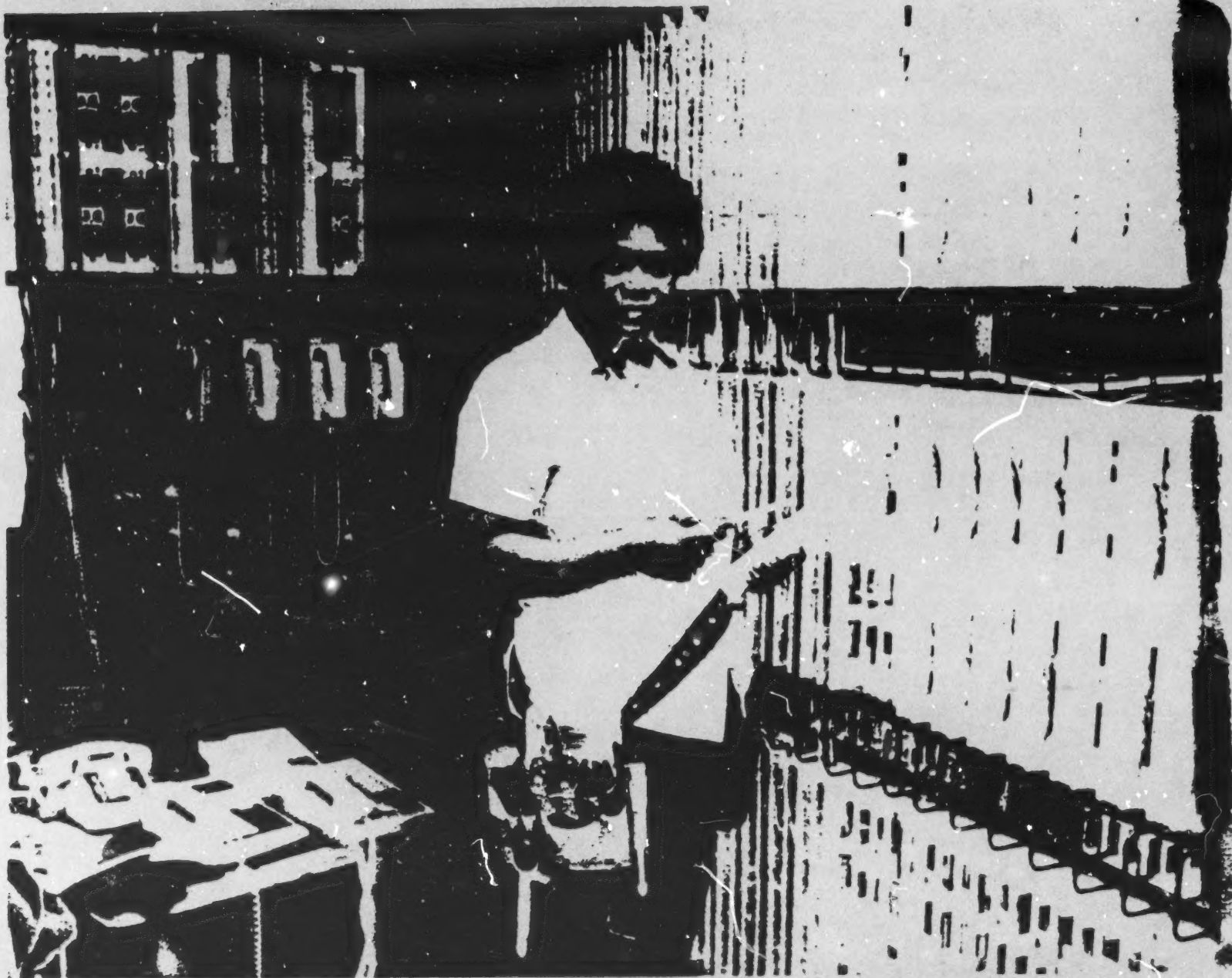
"The best aspect of the workshop was meeting people who are already employed in my field and getting a true story of what goes on."

"It was good to find out that other women have the same barriers. I do to overcome and that they have done so."

"The speech was both enlightening and uplifting. Women need such an understanding of one another. Confidence and the "I can" attitude are so important. I also found it encouraging to see so many women of all ages, races, and backgrounds educating themselves and setting goals."

ATTACHMENT K

Client in Non-traditional Career



ATTACHMENT K
Client in Non-traditional Career



ATTACHMENT K

Client in Non-traditional Career



ATTACHMENT K

Client in Non-traditional Career



ATTACHMENT L

Companies interested in student job placements:

Bertram Yacht
Sears, Roebuck & Company
Miami-Dade Community College
Dr. Camille Denis (Doctor/General Practice)
National Bank of Florida
J.I.F.A.
Brickell Townhouse
Hygeia Products
Barfield Instruments
Chase Federal Savings
Carlos and Abbott (attorneys)
Injection Footwear
Kwik Copy
State Mutual Life
Master Antenna Specialist Systems, Inc.
A. C. A. Development, Inc.
United Development Corporation
C. U. Associates, Inc.
Romart Construction, Inc.
Jim's Unlimited, Inc.
P. N. M. Corporation
Dade County Ironworkers Joint
Apprenticeship Training Committee
James P. Driscoll, Inc.
United Sheet Metal Company
Interamerican Engineers and Construction Corporation
The Poole and Kent Company
Mechanical Contractor Association of South Florida
Signal Construction Company, Inc.
Hewett-Kier Construction, Inc.
State of Florida Department of Natural Resources
Prestressed System, Inc.
Mayo Construction Industries, Inc.
Dawson Construction Company, Inc.
The Cobo Company, Inc.
General Caulking and Coatings Company, Inc.
R.O.E.N.C.A. Corporation
George Wimpey of Florida, Inc.
Peter Kiewit Sons' Company
Pipeline Contracting Corporation, Inc.
Don Cherry, Inc.
William A. Smith Construction Company, Inc.
Syro Steel Company
Capeletti Brothers, Inc.
The Bared and Company, Inc.
Tilcon Construction
General Asphalt Company, Inc.
Love and Kisses
Urban League
State Attorney's Office
Computerland

ATTACHMENT M

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EVALUATION

Marital Status:

- ☒ 1 Married
☐ 2 Single
☐ 3 Divorced
☐ 4 Widowed
☐ 5 Separated

2. Age: ☒ 16-21 years
☐ 22-35 years
☐ 36-50 years
☐ 51 yrs. and over

3. Is your ethnic heritage Hispanic?

☒ Yes
☐ No

4. What is your racial background?

- ☐ 1 American Indian or Alaskan Native
☐ 2 Asian or Pacific Islander
☐ 3 Black
☐ 4 White

5. I came to this program as a result of:
(mark one only)

- ☐ 1 Newspaper
☐ 2 Radio or T. V.
☐ 3 Information on campus
☐ 4 Friend
☐ 5 Other _____

Very much so Moderately Somewhat Not at all

☐ 6. As a result of this course I have gained more self-awareness and insight into future goals I may wish to pursue.	4	3	2	1
☐ 7. As a result of attending this class I am more aware of career options available for women.	4	3	2	1
☐ 8. As a result of participating in this class I feel more confidence in my ability to function successfully in the classroom.	4	3	2	1
☐ 9. As a result of this course I have a clearer idea of what is important in my life (values, priorities, etc.).	4	3	2	1
☐ 10. The material presented to me in this course was sex-fair.	4	3	2	1
☐ 11. Instructor presented a variety of positive role models for women (directly through course content or through attitude and/or behavior of instructor).	4	3	2	1
☐ 12. Instructor generated discussions which did not impose traditional stereotypes and assumptions as to the role expectations of women.	4	3	2	1
☐ 13. Instructor explored traditional roles of both women and men and focused upon non-traditional and/or new options available to women.	4	3	2	1

ATTACHMENT M

☒ 14.	Objectives of this course were clear.	4	3	2	1
☒ 15.	Instructor was fair and impartial in dealing with students.	4	3	2	1
☒ 16.	Instructor encouraged students to ask questions, disagree, express ideas, etc.	4	3	2	1
☒ 17.	Instructor generated feeling of support for students and avid interest in subject taught.	4	3	2	1
☒ 18.	Attending classes with other women in a peer group contributed to my learning through the support received from the group.	4	3	2	1
☒ 19.	This entire program has increased my awareness of career planning, exploration, and new options available to women personally and professionally.	4	3	2	1

20. What other workshops, seminars or courses should be offered in the program?

21. The information contained in this course which was most helpful was:

22. The information contained in this course which was least helpful was:

23. The most important aspect of this program for me was:

24. Comments:

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